



**MAINE
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2010-2011: Assessment data for reading and mathematics are provided for Grades 3-8 and high school, as well as for science for grades 5, 8, and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2010 (Grade 3-8), spring of 2011 (High School), spring of 2011 (Alternate Assessment-Science), and spring of 2010 (Alternate Assessment- Reading and Mathematics).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013-2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2008-2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2011-2012 NCLB Report Card

School: Yarmouth Elementary School

SAU: Yarmouth Schools

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2011-2012 NCLB Report Card



School: Yarmouth Elementary School
SAU: Yarmouth Schools
Grade: 03



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Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2009-2010	106	106	100	84	84	73	24	60	12	4	106	0	
	2010-2011	90	90	100	93	93	70	27	67	6	1	88	2	0
Female	2009-2010	48	48	100	88	88	76	29	58	10	2			
	2010-2011	40	40	100	93	93	74	40	53	5	3			
Male	2009-2010	58	58	100	81	81	69	19	62	14	5			
	2010-2011	50	50	100	94	94	66	16	78	6	<1			
Caucasian/White	2009-2010	98	98	100	84	84	74	24	59	13	3			
	2010-2011	85	85	100	93	93	71	25	68	6	1			
African American/Black	2009-2010	3	3	100			46							
	2010-2011	0	0				43							
Hispanic	2009-2010	1	1	100			58							
	2010-2011	1	1	100			60							
Asian or Pacific Islander	2009-2010	4	4	100			71							
	2010-2011	0	0				69							
American Indian or Native Alaskan	2009-2010	0	0				66							
	2010-2011	3	3	100			67							
Economically Disadvantaged	2009-2010	13	13	100	69	69	62	23	46	23	8			
	2010-2011	12	12	100	83	83	58	17	67	17	<1			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	4	4	100			38							
	2010-2011	5	5	100			34							
Limited English Proficient	2009-2010	1	1	100			45							
	2010-2011	0	0				39							

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

<1 is printed when the percentage rounds to 0.

2011-2012 NCLB Report Card



School: Yarmouth Elementary School
SAU: Yarmouth Schools
Grade: 04



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Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2009-2010	88	88	100	86	86	67	35	51	11	2	88	0	
	2010-2011	115	115	100	86	86	67	34	52	10	3	115	0	0
Female	2009-2010	46	46	100	91	91	71	41	50	7	2			
	2010-2011	51	51	100	90	90	72	51	39	8	2			
Male	2009-2010	42	42	100	81	81	63	29	52	17	2			
	2010-2011	64	64	100	83	83	63	20	63	13	5			
Caucasian/White	2009-2010	87	87	100	87	87	68	36	52	11	1			
	2010-2011	105	105	100	86	86	68	32	53	11	3			
African American/Black	2009-2010	1	1	100			43							
	2010-2011	2	2	100			40							
Hispanic	2009-2010	0	0				59							
	2010-2011	1	1	100			54							
Asian or Pacific Islander	2009-2010	0	0				71							
	2010-2011	0	0				67							
American Indian or Native Alaskan	2009-2010	0	0				64							
	2010-2011	3	3	100			62							
Economically Disadvantaged	2009-2010	8	8	100			56							
	2010-2011	16	16	100	81	81	56	25	56	13	6			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	6	6	100			34							
	2010-2011	3	3	100			29							
Limited English Proficient	2009-2010	0	0				46							
	2010-2011	1	1	100			43							

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2011-2012 NCLB Report Card



School: Yarmouth Elementary School
SAU: Yarmouth Schools
Grade: 03



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2009-2010	106	106	100	82	82	62	31	51	13	5	106	0
	2010-2011	90	90	100	88	88	61	53	34	12	<1	88	2
Female	2009-2010	48	48	100	83	83	61	40	44	13	4		
	2010-2011	40	40	100	83	83	59	48	35	18	<1		
Male	2009-2010	58	58	100	81	81	63	24	57	14	5		
	2010-2011	50	50	100	92	92	64	58	34	8	<1		
Caucasian/White	2009-2010	98	98	100	82	82	63	29	53	14	4		
	2010-2011	85	85	100	87	87	63	52	35	13	<1		
African American/Black	2009-2010	3	3	100			31						
	2010-2011	0	0				30						
Hispanic	2009-2010	1	1	100			52						
	2010-2011	1	1	100			49						
Asian or Pacific Islander	2009-2010	4	4	100			65						
	2010-2011	0	0				64						
American Indian or Native Alaskan	2009-2010	0	0				54						
	2010-2011	3	3	100			59						
Economically Disadvantaged	2009-2010	13	13	100	77	77	50	23	54	23	<1		
	2010-2011	12	12	100	83	83	49	33	50	17	<1		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	4	4	100			33						
	2010-2011	5	5	100			35						
Limited English Proficient	2009-2010	1	1	100			35						
	2010-2011	0	0				29						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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School: Yarmouth Elementary School
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Grade: 04



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2009-2010	88	88	100	90	90	62	31	59	9	1	88	0
	2010-2011	115	115	100	82	82	60	33	49	12	6	115	0
Female	2009-2010	46	46	100	91	91	62	22	70	7	2		
	2010-2011	51	51	100	86	86	60	31	55	8	6		
Male	2009-2010	42	42	100	88	88	63	40	48	12	<1		
	2010-2011	64	64	100	78	78	61	34	44	16	6		
Caucasian/White	2009-2010	87	87	100	91	91	63	31	60	8	1		
	2010-2011	105	105	100	82	82	61	33	49	11	7		
African American/Black	2009-2010	1	1	100			36						
	2010-2011	2	2	100			31						
Hispanic	2009-2010	0	0				45						
	2010-2011	1	1	100			48						
Asian or Pacific Islander	2009-2010	0	0				65						
	2010-2011	0	0				64						
American Indian or Native Alaskan	2009-2010	0	0				49						
	2010-2011	3	3	100			56						
Economically Disadvantaged	2009-2010	8	8	100			50						
	2010-2011	16	16	100	81	81	48	19	63	13	6		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	6	6	100			36						
	2010-2011	3	3	100			31						
Limited English Proficient	2009-2010	0	0				38						
	2010-2011	1	1	100			35						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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2011-2012 NCLB Report Card



School: Yarmouth Elementary School
SAU: Yarmouth Schools
Grade: 3-8



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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 75%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 70%			Average Daily Attendance Target: 93%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	100	E: 100 M: 100	E: 99 M: 99	90	E: 90 M: 86	E: 69 M: 70	100	E: 100 M: 100	E: 99 M: 99	85	E: 85 M: 82	E: 61 M: 61	96	97	95
Caucasian/White	100	E: 100 M: 100	E: 99 M: 99	90	E: 90 M: 86	E: 70 M: 71	100	E: 100 M: 100	E: 99 M: 99	85	E: 85 M: 82	E: 62 M: 61			
African American/Black	*	E: * M: *	E: 95 M: 96	*	E: * M: *	E: 44 M: 50	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 33 M: 34			
Hispanic	*	E: * M: *	E: 97 M: 97	*	E: * M: *	E: 59 M: 62	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 49 M: 51			
Asian or Pacific Islander	*	E: * M: *	E: 97 M: 98	*	E: * M: *	E: 67 M: 71	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 62 M: 66			
American Indian or Native Alaskan	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 65 M: 68	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 61 M: 58			
Economically Disadvantaged	*	E: * M: *	E: 99 M: 99	82	E: 82 M: 77	E: 58 M: 58	*	E: * M: *	E: 99 M: 99	82	E: 82 M: 61	E: 48 M: 47			
Students with Disabilities	*	E: * M: *	E: 98 M: 98	*	E: * M: 38	E: 33 M: 30	*	E: * M: *	E: 98 M: 98	*	E: * M: 16	E: 32 M: 24			
Limited English Proficient	*	E: * M: *	E: 92 M: 92	*	E: * M: *	E: 43 M: 45	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 34 M: 37			

E = Elementary Grades 3-5 M = Middle Grades 6-8

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.

2011-2012 NCLB Report Card

Maine Teacher Quality Data



School: Yarmouth Elementary School
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Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 CAS)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	2	3	8	2	5	0

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2011	0

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.